

# Texas Education Agency Standard Application System (SAS)

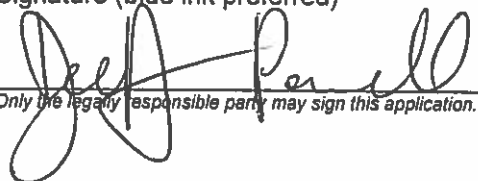
<b>2017-2018 Perkins Reserve Grant</b>				
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 26 PM 1:27 DOCUMENT CONTROL CENTER </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017			
<b>Submittal Information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>	<b>County-District #</b>			<b>Amendment #</b>
Pasadena Independent School District	101917			
<b>Vendor ID #</b>	<b>ESC Region #</b>			
101917	IV			
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1515 Cherrybrook Lane		Pasadena	TX	77502-4048
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Tanya		Hagar	Executive Director of CTE	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
713-740-0802	THagar@pasadenaisd.org			
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Olivia		Smith-Daugherty	Executive Director of Grants	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(713) 740-0865	OSmith-Daugherty@pasadenaisd.org		(713) 740-4034	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name DeeAnn	M.I. Powell, Ed.D.	Last name Powell, Ed.D.	Title Superintendent of Schools
Telephone # (713) 740-0244	Email address <a href="mailto:DAPowell@pasadenaisd.org">DAPowell@pasadenaisd.org</a>		FAX # (713) 740-4040
Signature (blue ink preferred)		Date signed	

*Only the legally responsible party may sign this application.*



**Schedule #1—General Information**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4 – Request for Amendment**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

**About the Dr. Kirk Lewis Career and Technical High School:** The Houston area, including the city of Pasadena, is a booming port city that has seen tremendous job growth in recent years. Jobs tied to the oil and gas industry have risen steadily. In an effort to address the need for a skilled labor workforce, Pasadena Independent School District (Pasadena ISD) introduced the concept of a Career and Technical High School to the district's 2009 strategic planning process. Through discussions with local business partners, community members, parents, staff and students, the need for such a campus was confirmed. Pasadena ISD voters approved the construction of the \$37.5 million high school in the 2011 bond and the 247,000-square-foot Dr. Kirk Lewis Career and Technical High School (CTHS) opened in 2014.

Today, the CTHS is a school of choice high school for students in grades 9-12 in Pasadena ISD. Students from the intermediate and high school campuses have the opportunity to apply to the CTHS and select a career and technical education pathway from over twenty different program offerings. Through the creation of the CTHS, Pasadena ISD strives to provide unique education experiences and outstanding training for students in order to prepare them for continuation into post-secondary education, as well as entry into the workforce, directly upon high school graduation.

**Executive Summary:** With funds from the Perkins Reserve Grant, our aim is to improve and expand the Electrical Technology and Instrumentation Pathway (E & I Pathway) at Pasadena ISD's Dr. Kirk Lewis Career and Technical High School. Our main goal is to **enhance the quantity, quality, and readiness of the Electrician and Instrumentation workforce in the Gulf Coast/Houston area** by creating a CTE Career Cluster by working with local industry and nearby San Jacinto College. Currently, the CTHS offers an Electrical Technology Pathway as part of our Manufacturing and Construction Academy. While the program has attracted a number of students, we feel these students are not receiving sufficient hands-on, real-world training to be immediately successful in their internships or confidently work-ready/post-secondary education ready at the time of graduation.

To address the lack of quantity, quality, and readiness of our students, we are proposing the purchase of two pieces of equipment to increase the availability of industry experiences. **The Industrial Controls Training System** is designed to teach the theory and techniques used for electric motor controllers. **The Instrumentation and Process Control Training System** introduces students to a wide range of industrial processes (temperature, pressure, flow, level, pH, and conductivity) as well as related instruments and controls. The use of modern hands-on lab equipment coupled with a complete training program will help our students get the theoretical and practical knowledge that is mandatory to work in today's industry. The addition of these two pieces of equipment will allow our program to attract more students by adding the opportunity to receive not one, but **two NCCER (National Center for Construction Education and Research) Certifications**. In addition, it will increase the readiness of our students when they enter their internship/career. And finally, four years of hands-on experience using industry approved equipment will boost student confidence and motivate our students to pursue Level 1 Certificates and beyond, allowing them to achieve higher level jobs and increase their earning potential.

**Budget Development:** In developing the budget for this program, we conferred with our partners and industry leaders to determine the main deficit that was preventing the CTHS from producing internship/career or post-secondary ready students. The lack of hands-on, real-world experience using similar, or identical equipment to that of local businesses, was identified as the main setback. Based on this information, the Administrative Leadership Team at the CTHS reviewed possible equipment that was aligned with industry and post-secondary standards and that was also affordable and practical for use at the high school level. The equipment that was ultimately chosen is affordable (via the combination of Perkins Reserve Grant funds and leveraged funds from Pasadena ISD), and meets industry standards.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Demographics:** Located just miles from the Houston Ship Channel in Southeast Houston, Pasadena ISD is a large, urban school district. Most of the schools are located in predominantly minority neighborhoods. Among our students, 83% are Hispanic and 7% are African American. Economically disadvantaged students make up 81% of our student population, and more than half of the student body (55%) is At-Risk for academic failure. Among students currently, in the Electrical Pathway at our Career and Technical High School, 77% are economically disadvantaged and almost one out five (19%) are limited English proficient. With the additional programming provided by this project, these at risk students would be well on their way to achieving affordable and accessible credentials that would lead to careers in high-demand, high-wage fields.

**Need Assessment Process Design:** The need assessment for this project took place in four parts: Collaboration with state-wide and regional workforce leaders; input from the CTHS Advisory Committee (school leadership and staff, community members, and local industry partners, including representatives from Chevron Phillips, Construction Maintenance Education Foundation, Independent Electrical Contractors, IES Residential, ISC, Jacobs, NRG, RefChem, Shell, Turner Industries, Flour, Jacobs, and Hudson Mechanical; and data analysis from relevant sources, e.g. the local workforce board (Gulf Coast Solutions), Department of Labor statistics, etc. The need assessment process was overseen by Pasadena ISD's Executive Director of Career and Technical Education.

**Management Plan:** Like the need assessment process, the project will be overseen by the Executive Director of Career and Technical Education (CTE). The Executive Director will receive support from the CTHS Principal, the District Grants Compliance Coordinator, and other district personnel. Day to day activities will be led by the CTE Coordinator and CTE Business Partner Liaison.

**Evaluation Methods:** The success of the project will be monitored via biannual collection of high school and post-secondary data. Biannual collection of high school and post-secondary data will be used to monitor the enrollment, academic achievement, and rigorous courses of study among participating students. Quantitative and qualitative data will be collected from industry partners twice per year to determine the number of students employed/earning internships as well as employer satisfaction with students' skills. Finally, data regarding student and teacher confidence will be collected to monitor the success of the new curriculum associated with the equipment purchased for the project.

**TEA Requirements:** In implementing the project, CTHS and Pasadena ISD will address the eight TEA requirements by partnering with local business and industry and San Jacinto College to address the need for additional electricians and instrumentation technicians. Students graduating from the E & I Pathway at CTHS will have two NCCER Certifications that will prepare them for a variety of jobs and align with multiple post-secondary pathways (Electrical Technology and Instrumentation Technology), including those with stackable credentials that can lead all the way to an Associates of Applied Science. This program will open the doors to not only general electrician positions in construction and manufacturing, but also electrician/instrumentation positions in oil and gas organizations, which is especially useful here in the Gulf Coast area.

**Sustainability and Program Commitment:** *Sustainability and Commitment:* Pasadena Independent School District and the Dr. Kirk Lewis Career and Technical High School are committed to maintaining this project beyond the life of the grant. With a strong management team in place, we are confident that the project will continue to grow and succeed. As the project continues, the district and the campus will take on the cost of maintaining the equipment and keeping the modules up to date with industry standards. The leadership team will ensure instructors are kept up to date and well trained on the equipment and curriculum. The leadership team will continue collaborating with state-wide and regional industry and CTE leaders to stay abreast of best practices. The CTHS Advisory Committee will continue to meet twice annually, providing their input and expertise. Lastly, we will continue working with San Jacinto College and other institutions of higher learning to ensure our curriculum aligns with post-secondary pathways in electrical and instrumentation technology. We expect the project to continue to support our students for years to come, providing work-ready graduates to our local business partners and community.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$10,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$75,000	\$0	\$75,000	\$20,000
Grand total of budgeted costs (add all entries in each column):			<b>\$75,000</b>	<b>\$0</b>	<b>\$75,000</b>	<b>\$30,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$2,250

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$0	\$0
3	Tutor			\$0	\$0
<b>Program Management and Administration</b>					
4	Project director			\$0	\$0
5	Project coordinator			\$0	\$0
6	Teacher facilitator			\$0	\$0
7	Teacher supervisor			\$0	\$0
8	Secretary/administrative assistant			\$0	\$0
9	Data entry clerk			\$0	\$0
10	Grant accountant/bookkeeper			\$0	\$0
11	Evaluator/evaluation specialist			\$0	\$0
<b>Auxiliary</b>					
12	Counselor			\$0	\$0
13	Social worker			\$0	\$0
14	Community liaison/parent coordinator			\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$0	\$0
22	Title			\$0	\$0
23	Title			\$0	\$0
24	Subtotal employee costs:			\$0	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$0	\$0
26	6119 Professional staff extra-duty pay			\$0	\$0
27	6121 Support staff extra-duty pay			\$0	\$0
28	6140 Employee benefits			\$0	\$0
29	61XX Tuition remission (IHEs only)			\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 101917		Amendment # (for amendments only):	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Match</b>
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>	<b>Match</b>
1	Training for NCCER certifications and teacher training on use of new equipment	\$0	\$10,000
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>	<b>\$10,000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>	<b>\$10,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 101917		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 101917		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 101917			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$0	\$0
3			\$	\$0	\$0
4			\$	\$0	\$0
5			\$	\$0	\$0
6			\$	\$0	\$0
7			\$	\$0	\$0
8			\$	\$0	\$0
9			\$	\$0	\$0
10			\$	\$0	\$0
11			\$	\$0	\$0
<b>66XX—Software, capitalized</b>					
12			\$	\$0	\$0
13			\$	\$0	\$0
14			\$	\$0	\$0
15			\$	\$0	\$0
16			\$	\$0	\$0
17			\$	\$0	\$0
18			\$	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>					
19	Industrial Controls Training System	1	\$40,088	\$31,500	\$8,400
20	Instrumentation and Process Control Training System	1	\$56,045	\$43,500	\$11,600
21			\$	\$0	\$0
22			\$	\$0	\$0
23			\$	\$0	\$0
24			\$	\$0	\$0
25			\$	\$0	\$0
26			\$	\$0	\$0
27			\$	\$0	\$0
28			\$	\$0	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$0	\$0
<b>Grand total:</b>				<b>\$75,000</b>	<b>\$20,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	48	77%	
Limited English proficient (LEP)	12	19%	
Attendance rate	NA	95.3%	
Annual dropout rate (Gr 9-12)	NA	0.7%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	0	0	
6-10 Years Exp.	1	50%	
11-20 Years Exp.	0	0	
20+ Years Exp.	1	50%	
No degree	0	0	
Bachelor's Degree	1	50%	
Master's Degree	1	50%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	24	12	12	14	62

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	1	0.3	0.3	0.3	2

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Now four years in existence, Pasadena ISD and our Dr. Kirk Lewis Career and Technical High School (CTHS) continue to work towards improving our programming to best fit the needs of the community and the local workforce. One of the priority needs we have identified is the need for skilled electricians and instrumentation technicians to fill available positions in the field of general construction and maintenance, as well as the booming oil and gas industry in the Houston area. Ready-to-work employees or students are capable of continuing their education so that they may eventually qualify and pursue mid to higher level positions that are in high demand. This need was identified via a needs assessment process that began with **collaboration and input from state-wide and regional workforce leaders**. Members of the CTHS administrative and leadership team attended annual meetings with the Texas Workforce Commission to stay up to date on trends across the state. The team attended monthly meetings at the Port Region Economic Alliance and Bay Area Houston Economic Partnership along with bi-annual meetings with the Construction Careers Youth Committee. The administrative team also met monthly with area Gulf Coast CTE administrators to share best practices and discuss major needs in the area of workforce education. Next, the administrative and leadership team met with the **CTHS Advisory Committee**. Members of this committee include school leadership and staff, community members, and local industry partners, including representatives from Chevron Phillips, Construction Maintenance Education Foundation, Independent Electrical Contractors, IES Residential, ISC, Jacobs, NRG, RefChem, Shell, Turner Industries, Flour, Jacobs, and Hudson Mechanical. CTHS Advisory Committee meetings are held at least twice per year and provide insight into current workforce trends and needs of the Gulf Coast area industry. Input from the Advisory Committee guides the choice of curriculum, equipment, training, and certifications so that students are prepared for the workforce or to pursue continuing education upon graduating.

Based on input from the sources described above and a review of the top 25 occupation trends in Texas list, we determined there was cause for further investigation into the fields of electrical technicians and instrumentation technicians. We analyzed data from relevant sources, e.g. the local workforce board (Gulf Coast Solutions) and Department of Labor statistics, to determine the level and type of need. We found the following - while there are 2,470 electrician jobs available in the Gulf Coast region, only four CTHS students graduated with a NCCER certification in 2017. At nearby San Jacinto College, only nine students received Certificate in Electrical Technology and seven received an Associates of Applied Science in 2015. At the same time, there is an ever present need for technicians, including instrumentation technicians, to fill not only electrical-related positions, but also positions at the multitude of oil, gas, and manufacturing companies in the Gulf Coast area. Yet, Pasadena ISD's Career and Technical High School does not currently offer students the NCCER Instrumentation certification, and San Jacinto College conferred 52 Certificates in Instrumentation Technology and 37 Associates of Applied Science in 2015.

**Collaboration with Workforce Leaders** → **CTHS Advisory Committee Input** → **Data Analysis** → **Need Determination: Electrician and Instrumentation**

At the conclusion of our needs assessment process using the sources described above, we identified the following three main needs: 1) The shortage of skilled electricians and instrumentation technicians (quantity): The lack of instrumentation equipment is affecting the school's ability to attract students to our program; 2) The lack of student readiness for employment and post-secondary education: Our students have access to curriculum and certain equipment. This helps them achieve the academic part of the certificate process, but it is less successful in helping students prepare to enter an internship/job or begin using the complicated equipment at the college level should they choose to continue along the educational pathway. According to our business partners, these student often have the book knowledge, but must still be trained on the use of complicated equipment and machinery that was not available to them during their time at the CTHS. This puts an increased strain on the employer and slows the entrance of skilled workers into the workforce; and 3) The lack of high quality, rigorous educational opportunities for students who wish to continue their education: The opportunity for advanced coursework at the CTHS is also hindered by the lack of equipment. Without high level coursework at the high school level, students with the potential to become mid to high level electrical and/or instrumentation technicians are missing out on valuable opportunities to prepare for college level coursework and to speed their entry into the workforce.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Shortage of Skilled Workers (Quantity): Workforce data projections and business partners expressed concern regarding the growing shortage of skilled electricians and instrumentation technicians.	The new equipment would introduce students to instrumentation curriculum and lessons as well as update current electrical technology lessons to meet most current industry standards. <b>Adding instrumentation technology to the electrical pathway will attract more students and increase internships/job opportunities based on industry needs and the top 25 occupation trends in Texas.</b> Students will leave the CTHS with an <b>additional NCCER certification in Instrumentation Technology</b> , in addition to the current certification in Electrical Technology.
2.	Lack of Readiness: Without proper access to real-world or realistically simulated experiences, students are not prepared to begin internships/careers or move onto the next level in their educational pathway.	With the new equipment, CTHS students would have access to industry experiences via <b>hands-on training</b> . <b>The new equipment will be similar or identical to that which they would use during internships/careers or future education.</b> The equipment has multiple modules to simulate a wide array of real-world situations. At the CTHS, students would have the opportunity to work with peers and instructors to master these situations leaving them more prepared for the next phase of their career when they leave the CTHS.
3.	Lack in High Quality, Rigorous Educational Opportunities: Without current industry standard equipment, it is difficult to attract and engage students in dual credit or capstone courses that produce high school graduates interested in pursuing higher level positions in the workforce.	The equipment would make available industry experiences for all four years of students' high school career. Students would train using real-world scenarios, earning not one but two industry certifications prior to entering college. <b>The level of the capstone/practicum courses would be enhanced, helping students gain the motivation and confidence they need to complete dual credit courses at San Jacinto College while in high school, and hopefully continue on to receive Level 2 Certificates or higher.</b>
4.		
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director	Job Duties: Direct and manage the district Career and Technical Education program to provide quality training and instruction and to ensure compliance with state, federal, and local requirements. Lead the development of the Career and Technical Education program. Qualifications: Master's Degree, CTE Certification, Mid-Management Certificate or Principal Standard Certificate. Experience: 5 years minimum.
2.	CTE Coordinator	Job Duties: Assist the Career and Technical Education Executive Director in planning, developing, and implementing quality Career and Technical Education programs that will enhance the students' employability skills. Qualifications: Master's degree and Principal Certification or Mid-Management Certification. Experience: 5 years minimum.
3.	CTE Business Partner Liaison	Job Duties: To assist the Career and Technical Education executive director in acquiring, developing, and nurturing business partners to support district Career and Technical Education programs. Minimum Education/Certification: Texas Teaching Certificate, 5 years successful classroom experience, CTE experience preferred.
4.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Quantity of Skilled Electrical Workers	1. Increase number of NCCE Certifications earned at CTHS	01/08/2018	05/12/2018
		2. Increase number of certificates earned at San Jacinto College	01/16/2018	6/01/2018
		3. Purchase, install, and begin use of new equipment	12/13/2017	02/01/2018
		4. Train teachers for NCCER certifications	12/13/2017	02/01/2018
		5. Collect Pre and post data	01/08/2018	07/31/2018
2.	Improve Workforce/Post-Secondary Readiness	1. Purchase, install, and begin use of new equipment	12/13/2017	02/01/2018
		2. Update curriculum to integrate new equipment	12/13/2017	01/08/2018
		3. Train staff on new equipment and modules	12/13/2017	02/01/2018
		4. Align new equipment/curriculum with internship	12/13/2017	03/01/2018
		5. Collect Pre and post data	01/08/2018	07/31/2018
3.	Enhance Worker Quality via Opportunities for Rigorous Coursework	1. Integrate equipment/curriculum into capstone course	12/13/2017	02/01/2018
		2. Complete teacher training on capstone content	12/31/2017	01/31/2018
		3. Collect Pre and post data	01/08/2018	07/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101917

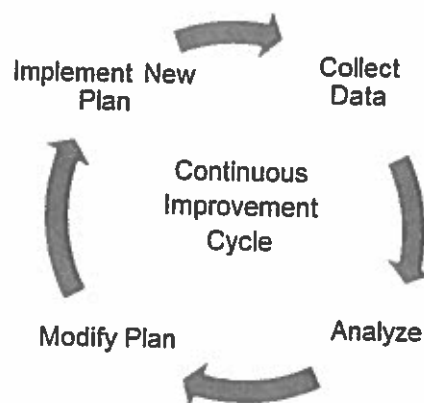
Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District currently has written processes and procedures for monitoring the attainment of grant-funded programmatic goals and objectives and they are explained in a grant award meeting within 30 days of receiving the Notice of Grant Award. In addition, the district has a full-time Grants Compliance Coordinator dedicated to monitoring all grant-funded programs for funding compliance with all district and funder statutory, budgetary, and reporting requirements.

*Identification and Correction of Program Delivery Issues:* Ongoing formative assessment of program activities will focus on monitoring both the processes of implementation and the outcomes of each activity to ensure that program delivery is being executed with fidelity and according to established timelines. Formative assessments will be reviewed regularly – monthly, quarterly, per semester or annually. Adjustments to program delivery and processes will be updated and improved as necessary. Together, these steps will allow the program to undergo continuous improvement and movement toward the final program goals.

The results of annual formative evaluations will inform the final summative evaluation to determine if the program goals have been achieved. Program successes will be well documented for sustainability at PISD's Career and Technical High School.



**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District and the Dr. Kirk Lewis Career and Technical High School are committed to maintaining this project beyond the life of the grant. With a strong management team in place, we are confident that the project will continue to grow and succeed. As the project continues, the district and the campus will take on the cost of maintaining the equipment and keeping the modules up to date with industry standards. The leadership team will ensure instructors are kept up-to-date and well-trained on the equipment and curriculum. The leadership team will continue collaborating with state-wide and regional industry and CTE leaders to stay abreast of best practices. The CTHS Advisory Committee will continue to meet twice annually, providing their input and expertise. Lastly, we will continue working the San Jacinto College and other institutions of higher learning to ensure our curriculum aligns with post-secondary pathways in electrical and instrumentation technology. We expect the project to continue to support our students for years to come, providing work-ready graduates to our local business partners and community.

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**Schedule #15--Project Evaluation**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Biannual Secondary School Data Collection via district SMS.	1.	20% increase in electrical/instrumentation enrollment
		2.	20% increase in certificate completion
		3.	80% of students will maintain overall average of 80% or better per grading period.
2.	Biannual Post-Secondary Data Collection via district SMS, counselor, and CTE district office.	1.	10% increase in enrollment in two years schools/universities
		2.	20% increase in CTHS students that receive upper level certificate
		3.	20% increase in capstone enrollment over the next four years
		4.	10% increase in number of internships
3.	Biannual Workforce Data Collection via Industry Partners and Workforce Board	1.	10% increase in number of CTHS Students employed by industry partners
		2.	90% of industry partners surveyed will state they are highly satisfied with skills of CTHS students
4.	Biannual Teacher and Student Progress Data Collection via Surveys and Teacher Performance Review	1.	30% increase in teacher confidence
		2.	30% increase in student confidence
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overall responsibility for implementing the program's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Project Lead (Executive Director of Career and Technical Education). The Project Lead will be assisted by the CTE Coordinator and CTE Business Partner Liaison as well as district staff responsible for gathering and maintaining student records. Data collection methods will include, but are not limited to: program records, student records, test results, and survey results - including student and teacher surveys as well as business partners/employers surveys; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of students and faculty participating in program activities reported; and student surveys and evaluation of work-based learning experiences by semester.

Multiple types of data will be collected for the entire grant period, including data to determine: 1) Number/Quantity of students in the program (e.g. attendance and enrollment at CTHS and San Jacinto College); 2) Readiness of Students (e.g. number of hours logged using new equipment, student confidence surveys, employer survey, number of internships, number of students employed); 3) Quality of Student/Academic Achievement (e.g. student grades, capstone completion, and Certifications, Certificates, and/or Associates Degrees conferred); and 4) Staff Development and Training Indicators (e.g. teacher assessment, teacher confidence surveys, professional development evaluation).

Attendance and grade data will be collected on the district's grading program, GradeSpeed (which also reports on failure, attendance, and other information regarding a student's performance in their classes). Campus administrators will run these reports each grading cycle to determine achievement rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring students are successful. In addition, enrollment and graduation data will be collected via the district's Chancery SMS student record system. Employment and internship data will be collected via participating business partners.

Data will be reviewed, at least monthly, to monitor the project's movement toward final goals and outcomes. Any unexpected data will be reviewed among the project team to determine adaptation or changes needed to address these anomalies or issues with project delivery.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**IDENTIFICATION OF HIGH-DEMAND OCCUPATIONS AND PROGRAMS OF STUDY**

**Collaboration with Workforce Leaders** → **CTHS Advisory Committee Input** → **Data Analysis** → **Need Determination: Electrician and Instrumentation**

Through a needs assessment that began with collaboration and input from the statewide and regional workforce leaders and the members of the CTHS Advisory Committee, the CTHS Administrative Leadership team (led by the Executive Director of Career and Technical Education with support from other administrators and instructors), identified electrical technology and instrumentation technology as pathways to effectively enhance with Perkins Reserve funding. Both pathways lead to jobs listed on the top 25 occupation trends in Texas that are plentiful but are lacking skilled workers to fill the positions.

**COLLABORATIVE PARTNERS**

<b>Workforce Leaders</b>	<b>Advisory Committee Members</b>
Port Region Economic Alliance Construction Maintenance Education Foundation Workforce Solutions (Workforce Development Board) Construction Careers Youth Committee Texas Workforce Commission Gulf Coast CTE Administrators Bay Area Houston Economic Partnership	Chevron Phillips Independent Electrical Contractors IES Residential ISC Jacobs NRH RefChem Shell Turner Industries Fluor Hudson Mechanical

At the conclusion of our needs assessment process, we identified the following three main needs:

- 1) The shortage of skilled electricians and instrumentation technicians;
- 2) The lack of student readiness for employment and post-secondary education; and
- 3) The lack of high quality, rigorous educational opportunities for students who wish to continue their education.

These three needs centered on the electricians and instrumentation technology field, which are in high-demand as indicated on the top 25 occupation trends in Texas. After researching and discussing how to move forward on expanding these programs, the Administrative Leadership Team developed a program of study that was rigorous for high school students and that smoothly transitioned students to San Jacinto College courses with ease.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Designing a pathway for a program of study that spans past the secondary level and leads to postsecondary education takes collaboration. With input from industry partners and guidance from San Jacinto College, the CTHS Administrative Leadership Team reviewed the current course offerings for electrical technology, one of the high-demand occupations identified by the Gulf Coast Workforce Board, and determined the need to add instrumentation technology coursework to the pathway, thus creating the Electrical Technology and Instrumentation (E & I) Pathway. In order to facilitate the addition, the attached HVAC certification was phased out due to low interest and enrollment. By expanding the E & I pathway, the level of rigor will increase in the courses and better prepares the students for second certifications and two- year degrees. Students will have the option to complete high school with two certifications – electrical technology and instrumentation technology.

The high school course sequence will have the NCCER Instrumentation Curriculum integrated throughout the course work. Students attending CTHS will complete the following program of study that will also prepare them for opportunities at San Jacinto College:

CTHS E & I Pathway Course Sequence
------------------------------------

Principles of Construction
----------------------------

- Integrated NCCER Instrumentation Technology Curriculum

Electrical Technology I
-------------------------

- Integrated NCCER Instrumentation Technology Curriculum

Electrical Technology II
--------------------------

- Integrated NCCER Instrumentation Technology Curriculum
- Dual Credit Opportunities

Practicum in Construction Management
--------------------------------------

- Integrated NCCER Instrumentation Technology Curriculum
- Dual Credit Opportunities

After completing this coursework, students will have the opportunity to take additional classes during their junior and senior year at San Jacinto Junior College through the dual credit program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Below is the course sequence from San Jacinto College for Instrumentation Technology and Electrical Technology.

**INSTRUMENTATION TECHNOLOGY (5INST)****Level 2 Certificate (44 hours Total)\*****First Term Credit**

ENER 1240 Employee Success in Energy Industry

.....2

CETT 1302 Electricity Principles .....3

INCR 1302 Physics of Instrumentation .....3

\*TECM 1301 Industrial Mathematics or Higher

.....3

ENER 1330 Basic Mechanical Skills for Energy

.....3

Subtotal 14

**Second Term Credit**

OSHT 1320 Energy Industrial Safety .....3

INTC 1322 Analog Controls I

.....3

INTC 2310 Principles of Industrial Measurements II

.....3

INTC 1355 Unit Operations .....3

INTC 1315 Final Control Elements .....3

Subtotal 15

**Third Term Credit**

ETWR 1302 \*\*Introduction to Technical Writing

.....3

ELPT 2319 Programmable Logic Controllers I

.....3

INTC 2330 Instrumentation Systems Troubleshooting or

INTC 2388 Internship-Instrumentation

Technology/Technician.....3

INTC 2359 Distributed Control Systems .....3

INTC 2333 Instrumentation Systems Installation

.....3

Subtotal 15

**ELECTRICAL TECHNOLOGY (5ELEC-TEC)****Level 2 Certificate (45 hours Total)\*****First Term Credit**

ELPT 1215 Electrical Calculations I ..... 2

CETT 1302 Electricity Principles ..... 3

ELPT 1325 National Electrical Code I ..... 3

ELPT 1429 Residential Wiring ..... 4

ELPT 1345 Commercial Wiring .....3

Subtotal 15

**Second Term Credit**

ELPT 1351 Electrical Machines ..... 3

ELPT 1441 Motor Controls ..... 4

ELPT 2215 Electrical Calculations II ..... 2

ELPT 2305 Motors and Transformers ..... 3

ELPT 2337 Electrical Planning and Estimating ...3

Subtotal 15

**Post Y1 Summer Credit**

ELPT 2325 National Electrical Code II .....3

Subtotal 3

**Third Term Credit**

ELPT 2343 Electrical Systems Design ..... 3

ELPT 2319 Programmable Logic Controllers I ... 3

ELPT 1357 Industrial Wiring ..... 3

ELPT 2301 Journeyman Electrician Exam Review or

ELPT 2364 Practicum (or Field Experience) - Electrical

and Power Transmission Installation/Installer, General

.....3

Subtotal 12

\*An associate's degree is also available in both Electrical and Instrumentation with a total of 60 hours.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

We want to ensure every student participating in the E & I Pathway project receives substantial training to succeed in the electrical and instrumentation technology fields. The best method to achieve this is to work closely with partner organizations from these fields as we implement the project. Many of our current partner organizations participated in the development of the Dr. Kirk Lewis Career and Technical High School (LCTHS) and continue to support our efforts. The following partner organizations provide support through advisory committee participation, student internship opportunities, teacher externships, guest speakers, classroom training, teacher certification support, student job opportunities, and field trips, scholarships, and craft skills training for graduates with job placement.

- Construction Maintenance Education Foundation (CMEF)
- Independent Electrical Contractors (IEC)
- ISC
- Turner Industries
- Fluor
- Hudson Mechanical
- LyondellBasell

Additionally, our partners in the business industry provide dual credit scholarship opportunities and post-secondary job opportunities for our students in the electrical and instrumentation fields. The partners providing these benefits are:

- Shell Oil
- San Jacinto College

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The project will use curriculum for the electrical and instrumentation technology pathways developed by NCCER. With curriculum already available for use that prepares students for the certification exams, the industry partners will help our staff effectively integrate the equipment into their coursework. Construction Maintenance Education Foundation (CMEF), accredited by the NCCER, will provide teacher and student certifications using the NCCER standardized curriculum. The CMEF was created to reduce the shortage in the skilled labor force by creating a partnership between industrial owners and contractors concerned about the Greater Houston construction industry. The focus of this non-profit organization is to provide competency-based training in numerous craft areas, including electrical and instrumentation.

In addition, the following industry partners will support the project by providing relevant and frequent industry experiences for students using the electrical/instrumentation equipment:

- Independent Electrical Contractors (IEC)
- ISC
- Turner Industries
- Fluor
- Hudson Mechanical

Using the equipment in conjunction with the NCCER curriculum, these partners will help students develop their skills and obtain relevant work experience. Their experiences from the project will prepare them for working in industry after graduation by allowing them to earn additional certificates that will encourage them to pursue positions in management or other career possibilities.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The project will continue to meet the goals of the grant program beyond the grant funding period because it will become a part of the school's regular course offerings. With the resources provided by this grant funding, students will have the latest technology for their training and the most current industry information to build their skills. The school board and the district leadership team are committed to the enhancement of the CTE curriculum. This is a priority as Strategy II of the Strategic Plan addresses this commitment – "We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all." One of the action steps is to "expand and establish CTE electives and opportunities for 5<sup>th</sup>-12<sup>th</sup> grades." The project will fulfill part of this Strategic Plan action step.

The leadership team of the CTHS will maintain the equipment, as needed, annually, and will add modules to ensure students are receiving instruction on the most current methods. The CTE department will allocate funding for maintenance of the equipment. Additionally, the CTE department will maintain records for:

- Student enrollment in electrical and instrumentation technology;
- Number of students employed by industry partners;
- Number of students with electrical and instrumentation technology certificates;
- Number of students receiving internships; and
- Number of students enrolled in two-year schools.

Collecting the data named above will ensure the CTHS is still meeting the goals of the grant in preparing students for high-skill, high-wage, high demand occupations; strengthening the linkage between secondary and postsecondary programs of study; strengthening partnerships with business and industry; fostering innovation; increasing the number of students earning workforce certificates; and promoting the development, implementation, and adoption of programs of study that are aligned with in-demand industries.

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County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Through discussions with industry partners, San Jacinto College, and the CTHS Advisory Committee, the following capstone industry certifications were identified for students interested in the electrical and instrumentation pathways:

**Capstone Industry Certifications**

- NCCER Electrical Level 1
- NCCER Electrical Level 2
- NCCER Instrumentation Level 1
- NCCER Instrumentation Level 2

The following post-secondary programs are available for both fields through classes offered by San Jacinto College:

**Post-secondary programs of student through San Jacinto College:****Electrical Technology:**

- Electrical Technology Occupational Certificate
- Electrical Technology Certificate of Technology
- Electrical Technology Level 2 Certificate
- Electrical Technology Associate of Applied Sciences

**Instrumentation Technology:**

- Instrumentation Technology Enhanced Skills Certificate
- Instrumentation Technology Level 2 Certificate
- Instrumentation Technology Associate of Applied Sciences

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101917

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.  
**Applicants applying for Focus Area 4 must address this question.**

The CTE program was strengthened with the opening of a dedicated campus in 2004. With more space and updated facilities, the Dr. Kirk Lewis Career and Technical School is able to offer a variety of options to prepare students for the workforce after completing high school. Those options include the ability to earn certificates as they work towards earning an Associate degree at the same time as earning a high school diploma. Currently, the school is offering an electrical technology pathway with a HVAC certification. However, this certification will be phased out due to a lack of interest in HVAC coursework, leaving students with the option to only earn one certificate when they graduate in this pathway.

Adding the equipment for the electrical and instrumentation technology will help reduce the shortage of qualified personnel in the skilled labor workforce by:

- Increasing the student's exposure to areas of critical need in the skilled labor industry;
- Making available industry experiences designed to teach the theory and techniques used for electric motor controllers (Industrial Controls Training System);
- Introducing students to a wide range of industrial processes (temperature, pressure, flow, level, pH, and conductivity) as well as related instruments and controls (Instrumentation and Process Control Training System);
- Strengthening the pathway established for the electrical/instrumentation pathway;
- Effectively preparing students for internships and employment experiences;
- Training students on the most current techniques and methods for the industry making them job-ready, and
- Increasing the enrollment in the process technology course at San Jacinto College.

The control system equipment for electrical and instrumentation technology will have an ongoing impact on generations of students. It will enable the CTHS students who are pursuing a career in these fields to receive realistic on-the-job experiences that would otherwise be largely unavailable to them. The combination of this experience and the specialized education they receive will increase the likelihood that these students will be hired in their chosen field and be successful in their careers. Furthermore, their ability to find such employment right out of high school will enable those students who want to pursue a degree in the field to support themselves while they continue their education. This will have a profound impact on the community, as the success of the first wave of students will inspire their younger brothers and sisters and succeeding generations to follow in their footsteps, creating a cycle of success instead of a cycle of poverty. With the electrical technology pathway already in place at the Lewis CTHS, the added pathway complements the coursework by increasing the opportunity students have to acquire knowledge and skills in high-paying occupations listed on the top 25 occupation trends in Texas list that are in need of skilled workers.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101917			Amendment number (for amendments only):	
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101917

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: